

External Review Team Process

Office of Federal and State Accountability Division of Accountability



South Carolina
Department of Education

Together, we can.

FOCUSED SCHOOL RENEWAL PLAN (FSRP) Revised for School Year 2008-09 Revisions Included

School: R.E. Davis Elementary School

Principal: Anne McFadden

**District: Sumter County School District
Two**

Superintendent: Dr. Frank Baker

FOCUSED SCHOOL RENEWAL PLAN (FSRP) 2008–09 School Year of Implementation

RATIONALE

- **SUMMARY OF DEMOGRAPHIC INFORMATION FROM 2007 SCHOOL REPORT CARD**

- **SCHOOL PROFILE:**

(STUDENTS) R.E. Davis Elementary School, Sumter County School District Two, is located in a rural area of eastern Sumter County. The school serves 380 students in pre-kindergarten through fifth grade. The ethnic composition of the student population is 93% African-American, 6% Caucasian, and 1% other. The percentage of students who qualify for free or reduced lunch is 92%.

(TEACHERS) The R.E. Davis Elementary School instructional staff consists of thirty teachers, one guidance counselor; one *Save the Children* literacy coordinator, and twelve paraprofessionals, of which five are bus drivers. The school's average student - teacher ratio is 15 to 1. The R.E. Davis Elementary School's Leadership Team (SLT) consists of the principal, assistant principal, curriculum coordinator, a literacy coach, and a math coach. Employees also include two clerical staff positions, five members of the custodial staff, and five cafeteria workers. The overall ethnic composition of the faculty and staff is 75% African-American and 25% Caucasian.

(SCHOOL) R.E. Davis Elementary School is the only elementary school in the eastern section of Sumter County. Thirteen buses transport approximately 93% of the students to and from school. The remaining 7% of students are transported by car. The current building is situated on a twenty-acre lot at the corner of Brewington and Eastern School Roads. The school is one mile north of Highway 378 East (Myrtle Beach Highway). R.E. Davis Elementary School is a feeder school to Mayewood Middle School, which is within two miles, and is also located on Brewington Road.

Currently, R.E. Davis Elementary School serves students from four surrounding communities within a 25-mile radius. This unique combination was created due to the closure of two elementary schools in the region, and a rezoning of attendance lines within the past nine years. The building faces Eastern School Road. It consists of three corridors-the main hall, and two adjacent wings (the east and west wings). The main hall encompasses the administrative office, which is located at the front entrance. The cafeteria, guidance department, and staff development room is in the immediate vicinity of the main office. On the east end of the main hall is the literacy room, teachers' workroom, computer assisted laboratory, three second grade classrooms, and two third grade classrooms. The east wing consists of third, fourth, and fifth grade classrooms (four of each); a media literacy room, curriculum coordinator's office, boys' and girls' restrooms (two of each); a special education resource class; two academic laboratories (reading and math); and a foyer, which exits to a covered breezeway leading to the outside media center. Located on the west end of the main hall are the following rooms: the assistant principal's office, math coach's room, self-contained special education class, student-run bookstore, and boys'

restroom. In addition, the west wing consists of the gymnasium, custodians' break room, girls' restroom, three first grade classes, a *Save the Children* literacy coordinator's room, parent resource center, speech therapist's room, and three kindergarten classrooms. In addition, the school's pre-kindergarten class for four year olds and the Talented and Gifted students are housed in portable classrooms.

Since its construction in 1955, the school has undergone several structural changes. The original 54,613 square foot building was erected in 1955 as a high school (Eastern High School), which also served elementary and middle school students. To date, it has undergone three renovations: the addition of an agriculture building in 1955, eight additional classrooms in 1962, and the addition of a 3,152 square-foot library in 1965. The total size of the building after these renovations is 67,535 square feet. Other improvements include roof work, installation of air-conditioning to the classrooms and gymnasium, and replacement of flooring throughout the building. These additions and improvements have resulted in a comfortable facility conducive to learning and community-oriented activities.

Federal laws governing schools brought about changes in grade levels and students served at this school. When desegregation was fully implemented, this school was changed from a high school, to a middle school, to an elementary school, respectively. The name was changed to "R.E. Davis Elementary School" when it became a middle school in honor of the principal, Reynolds E. Davis, who served before desegregation.

POPULATION DIVERSITY: PERFORMANCE OF STUDENT GROUPS

The tables below show the population diversity as indicated on the *2007 Annual School Report Card*.

AFRICAN-AMERICAN

	ENGLISH LANGUAGE ARTS (ELA)	MATH	SCIENCE	SOCIAL STUDIES
BELOW BASIC	38.7%	43.9%	65.7%	49.0%
BASIC	42.6%	47.7%	31.4%	47.1%
PROFICIENT	17.4%	7.1%	2.9%	3.9%
ADVANCED	1.3%	1.3%	0%	0%

DISABLED

	ENGLISH LANGUAGE ARTS (ELA)	MATH	SCIENCE	SOCIAL STUDIES
BELOW BASIC	65.7%	80%	90.9%	74.1%
BASIC	34.3%	14.3%	4.5%	22.2%
PROFICIENT	0%	2.9%	4.5%	0%
ADVANCED	0%	2.9%	0%	3.7%

GENDER: MALE

	ENGLISH LANGUAGE ARTS (ELA)	MATH	SCIENCE	SOCIAL STUDIES
BELOW BASIC	50.6%	44.3%	64.7%	46.9%
BASIC	32.9%	41.8%	27.5%	46.9%
PROFICIENT	16.5%	10.1%	3.9%	4.1%
ADVANCED	0%	3.8%	3.9%	2.0%

GENDER: FEMALE

	ENGLISH LANGUAGE ARTS (ELA)	MATH	SCIENCE	SOCIAL STUDIES
BELOW BASIC	24.4%	39.5%	63.6%	43.5%
BASIC	51.2%	51.2%	32.7%	50.0%
PROFICIENT	22.1%	5.8%	3.7%	4.8%
ADVANCED	2.3%	3.5%	0%	1.7%

SUBSIDIZED MEALS

	ENGLISH LANGUAGE ARTS (ELA)	MATH	SCIENCE	SOCIAL STUDIES
BELOW BASIC	38.9%	43%	64.9%	46.5%
BASIC	40.3%	49%	30.9%	48.5%
PROFICIENT	20.1%	6.0%	3.2%	5.0%
ADVANCED	0.7%	2.0%	1.0%	0%

ENROLLMENT AND DEMOGRAPHICS

ENROLLMENT (Number of Students)	2004-2005	2005-06	2006-07
Pre-Kindergarten	37	32	22
Kindergarten	73	61	53
Grade 1	58	65	65
Grade 2	59	63	63
Grade 3	69	60	58
Grade 4	55	64	56
Grade 5	62	57	63
TOTAL	413	402	380

ENROLLMENT AND DEMOGRAPHICS

ENROLLMENT (Percentage of Students)	2004-2005	2005-06	2006-07
% White	6.0%	5.0%	6.0%
% African-American	93.0%	92.0%	93.0%
% Other	1.0%	3.0%	1.0%
% Free Lunch	81.0%	86.0%	85.0%
% Reduced Lunch	9.0%	7.0%	7.0%
% Full Price Lunch	10.0%	7.0%	8.0%

STUDENT/TEACHER ATTENDANCE RATE

STUDENT /TEACHER ATTENDANCE RATE	2004-05	2005-06	2006-07
% Student Attendance Rate	97.4%	95.7%	95.9%
% Teacher Attendance Rate	97.3%	97.8%	95.7%

PROMOTION AND RETENTION RATES

2004-05

Grade	# Enrolled	# Promoted	% Promoted	# Retained	% Retained
Pre-Kindergarten	37	37	100.0%	0	0.0%
Kindergarten	73	73	100.0%	0	0.0%
1	58	50	85.0%	8	15.0%
2	59	55	93.0%	4	7.0%
3	69	67	97.0%	2	3.0%
4	55	54	98.0%	1	2.0%
5	62	62	100.0%	0	0.0%

2005-06

Grade	# Enrolled	# Promoted	% Promoted	# Retained	% Retained
Pre-Kindergarten	32	26	81.0%	6	19.0%
Kindergarten	61	61	100.0%	0	0.0%
1	65	64	99.0%	1	1.0%
2	63	63	100.0%	0	0.0%
3	60	60	100.0%	0	0.0%
4	64	64	100.0%	0	0.0%
5	57	57	100.0%	0	0.0%

PROMOTION AND RETENTION RATES

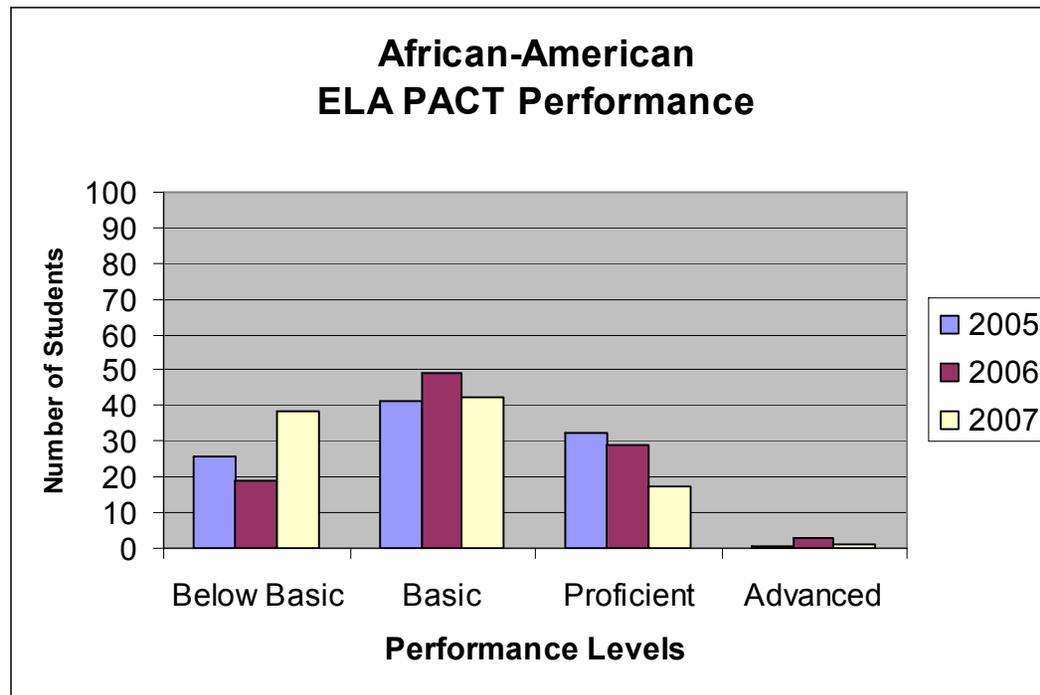
2006-07

Grade	# Enrolled	# Promoted	% Promoted	# Retained	% Retained
Pre-Kindergarten	22	22	100.0 %	0	0.0%
Kindergarten	53	53	100.0 %	0	0.0%
1	65	64	98.0 %	1	2.0%
2	63	62	98.0 %	1	2.0%
3	58	58	100.0 %	0	0.0%
4	56	56	100.0 %	0	0.0%
5	63	63	100.0 %	0	0.0%

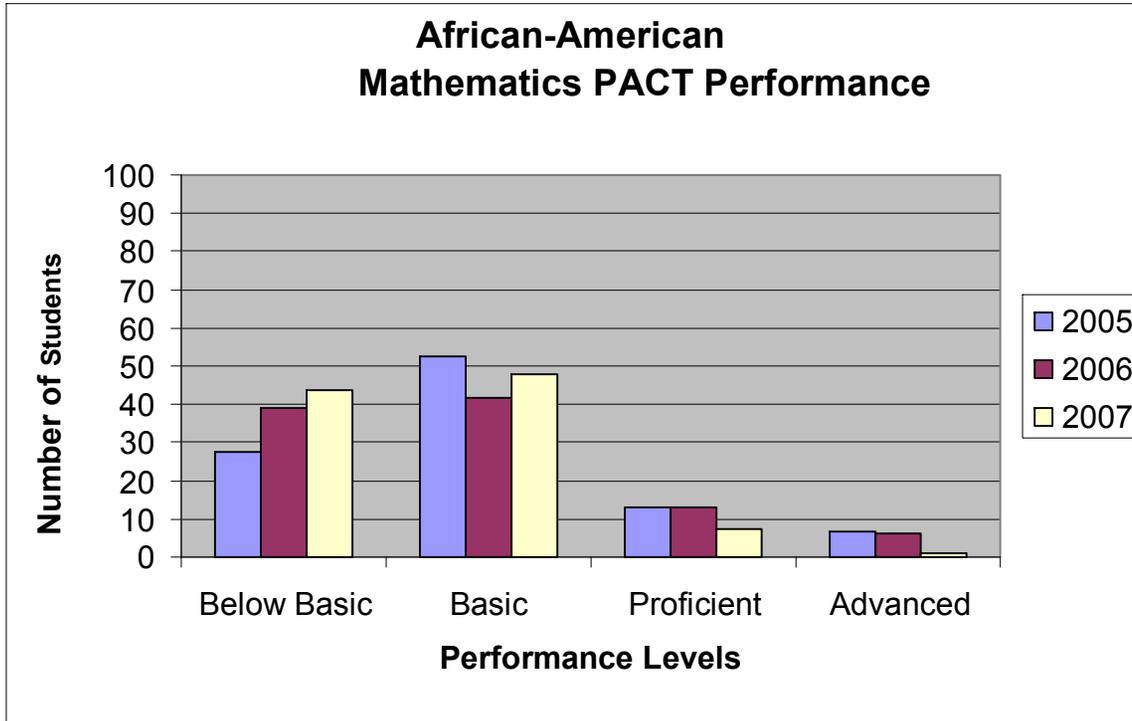
- **THREE YEARS OF DATA IN CHART FORM**

- **TEST DATA PALMETTO ACHIEVEMENT CHALLENGE TEST**

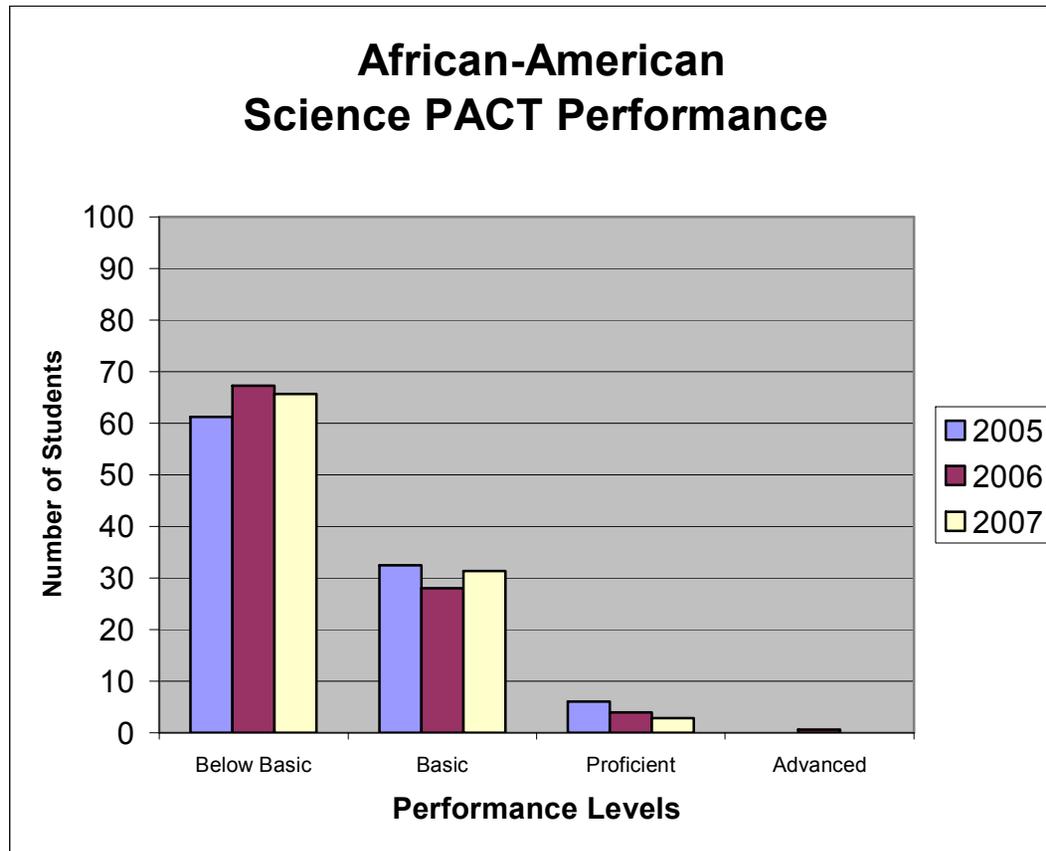
The *Palmetto Achievement Challenge Test (PACT)* is administered to students in grades three through five. The data reveal a regression of longitudinal student achievement for grades three through five. Nine white students were tested in 2007 and PACT data were not available for this subgroup for the *2007 Annual School Report Card*. There was an insufficient number of white students to form a subgroup.



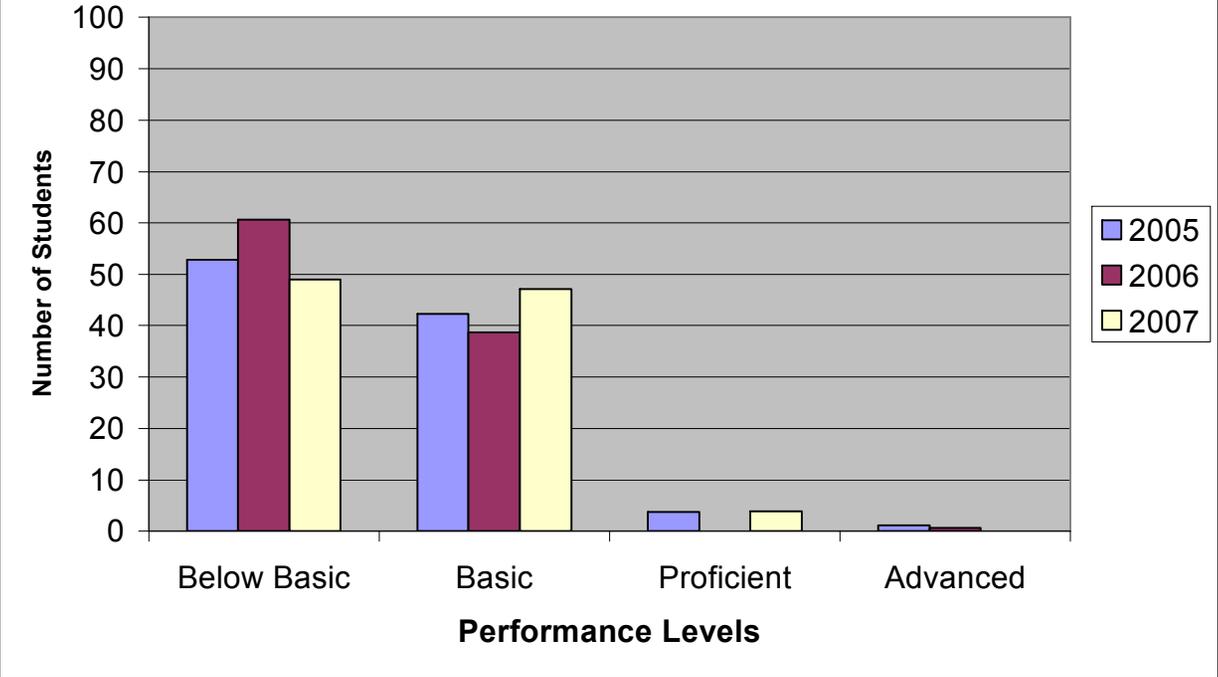
African-American Mathematics PACT Performance



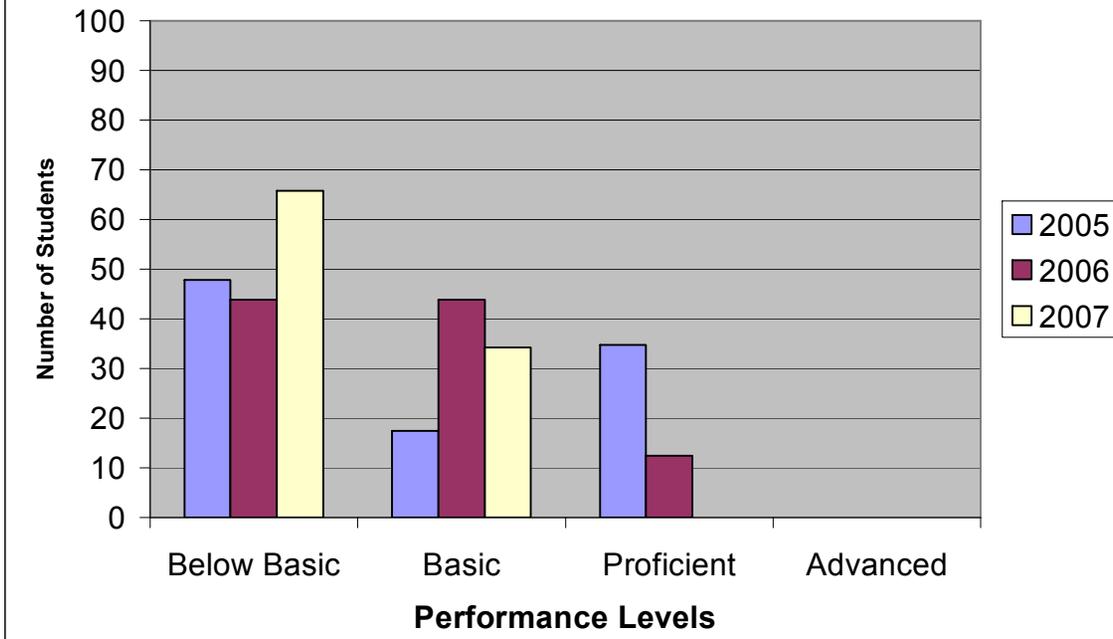
African-American Science PACT Performance



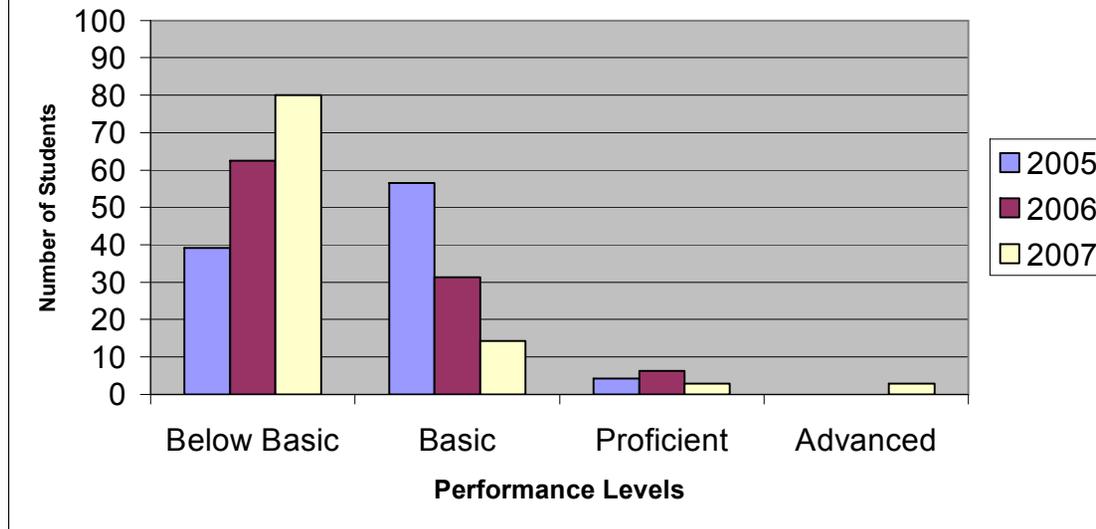
African-American Social Studies PACT Performance



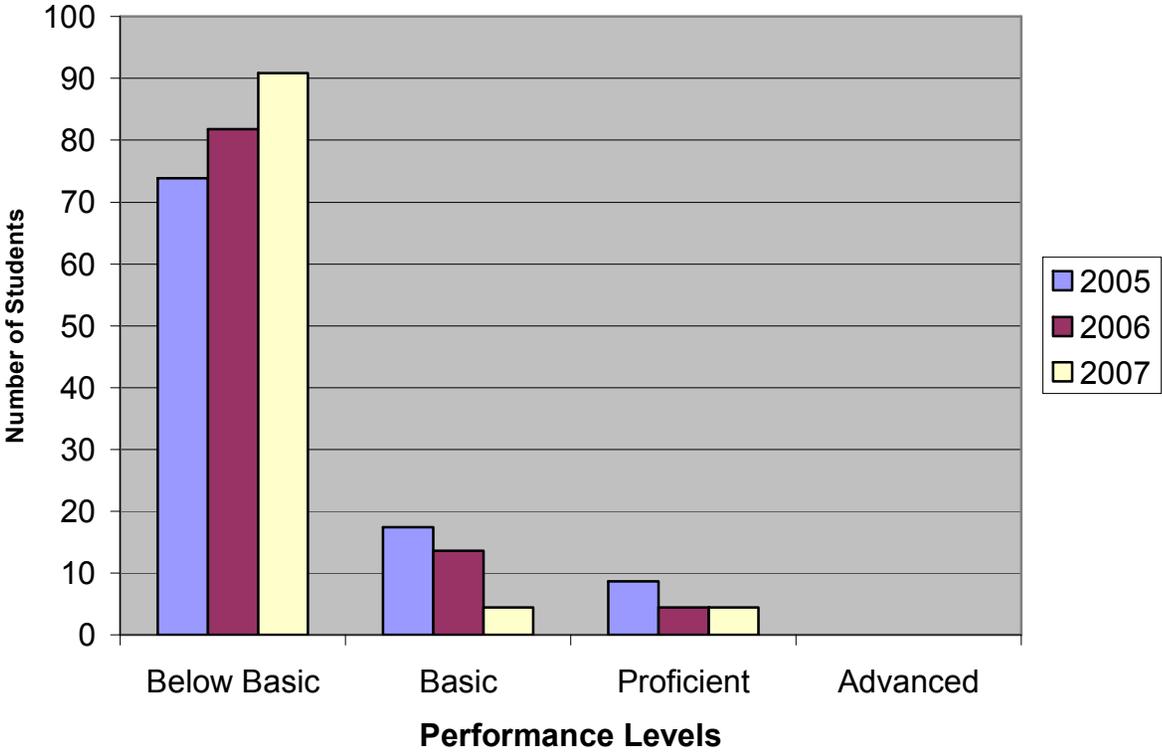
Disabled Students ELA PACT Performance



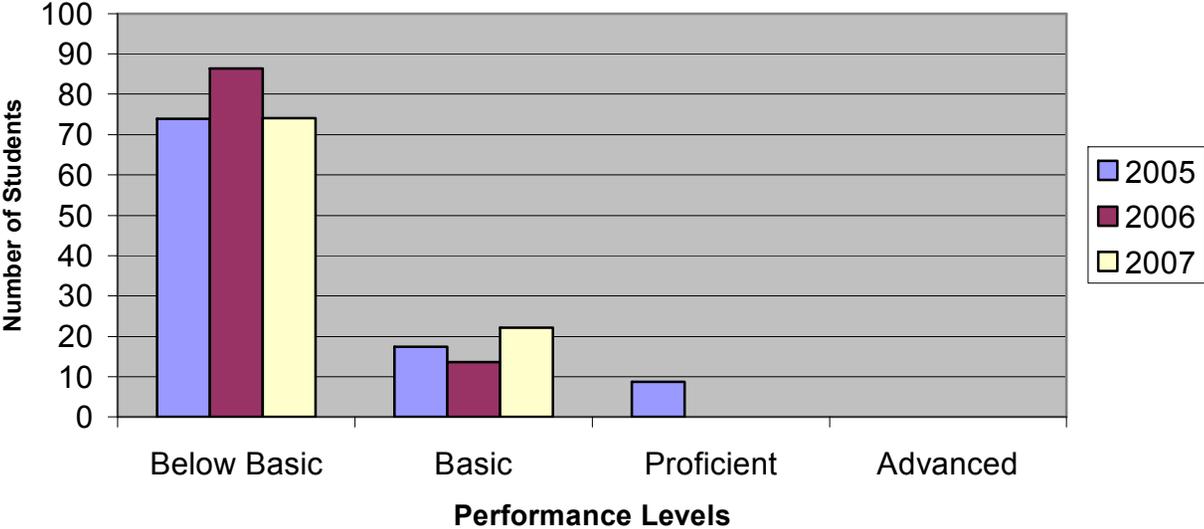
Disabled Students Mathematics PACT Performance



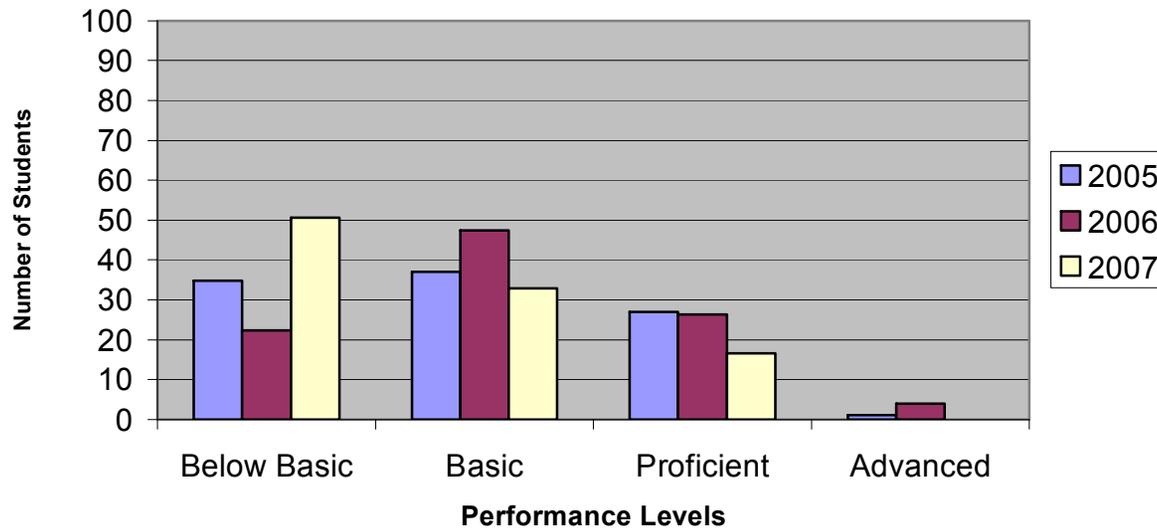
Disabled Students Science PACT Performance



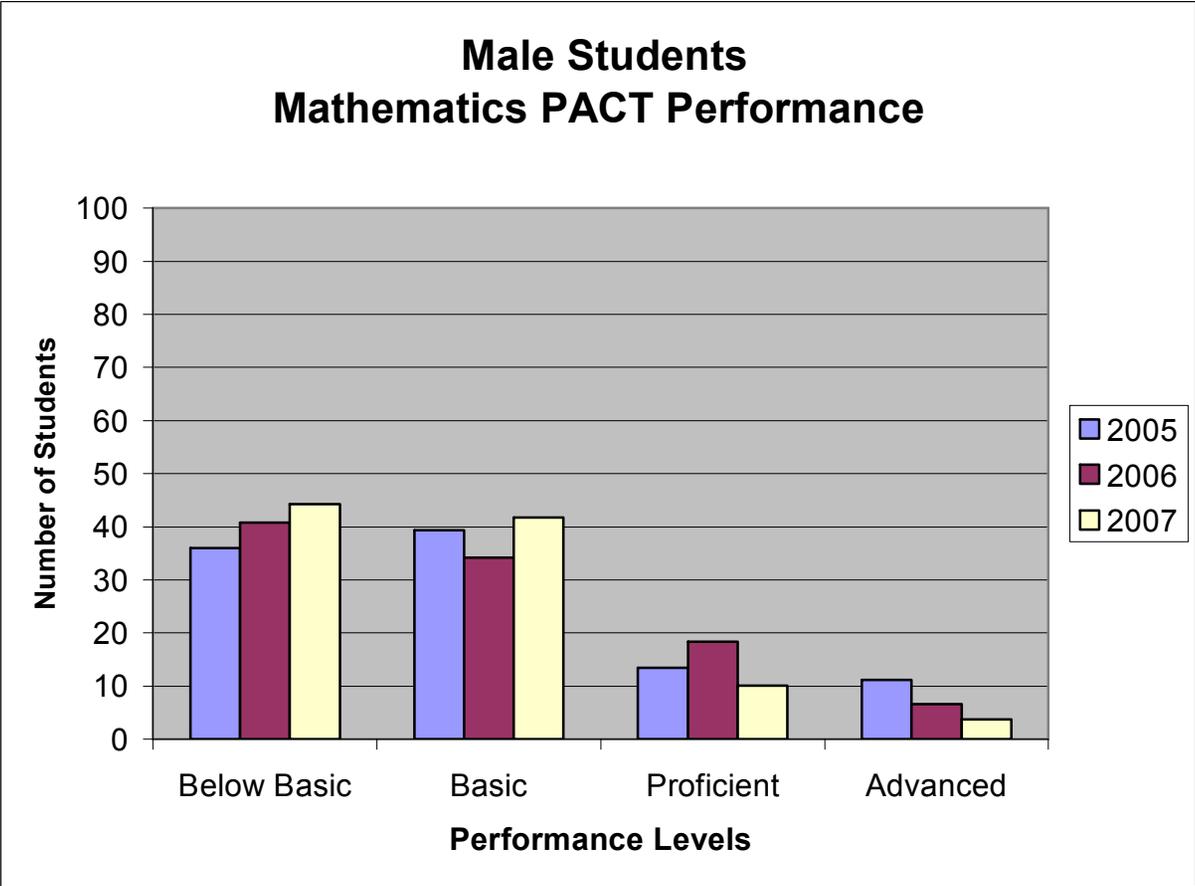
Disabled Students Social Studies PACT Performance

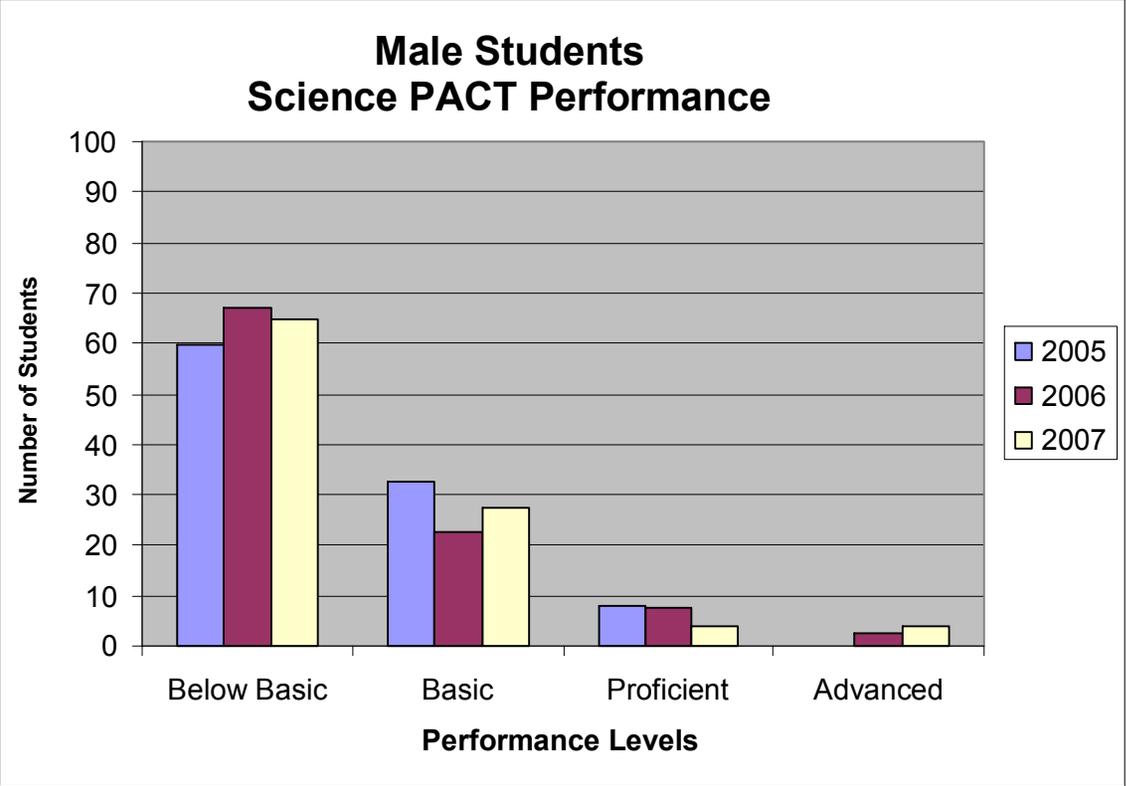


Male Students ELA PACT Performance

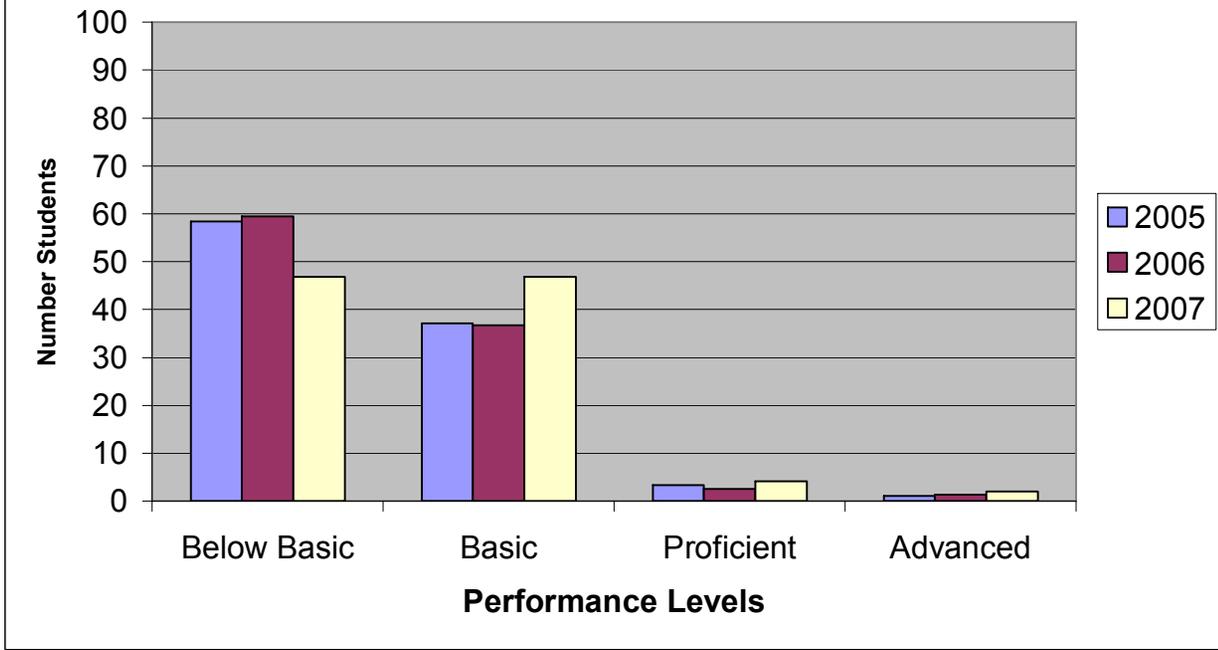


Male Students Mathematics PACT Performance

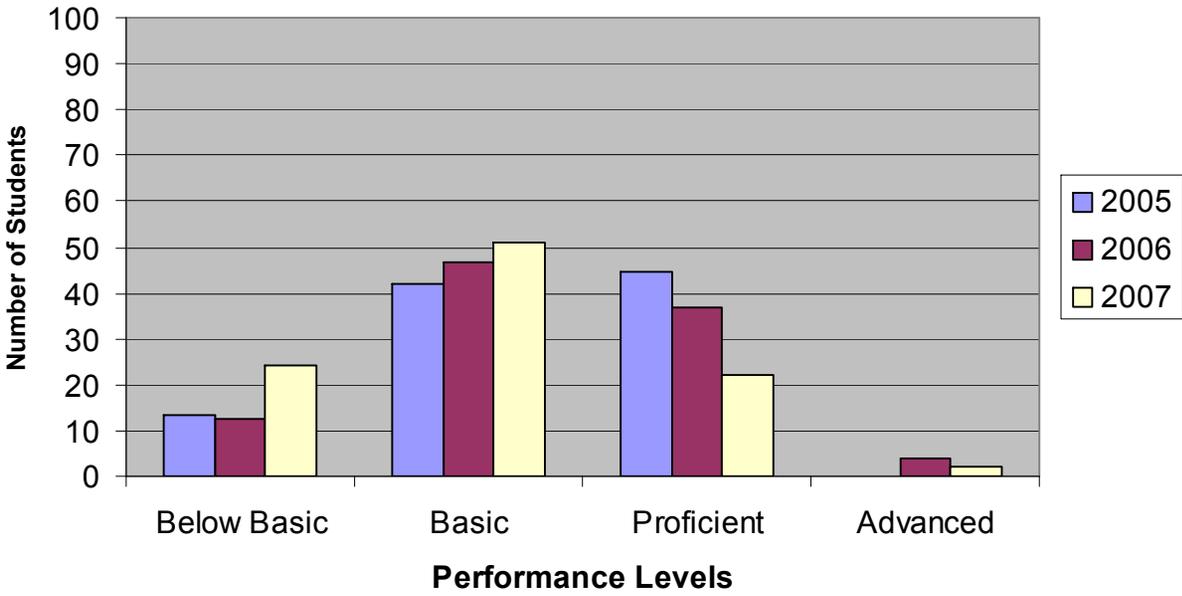




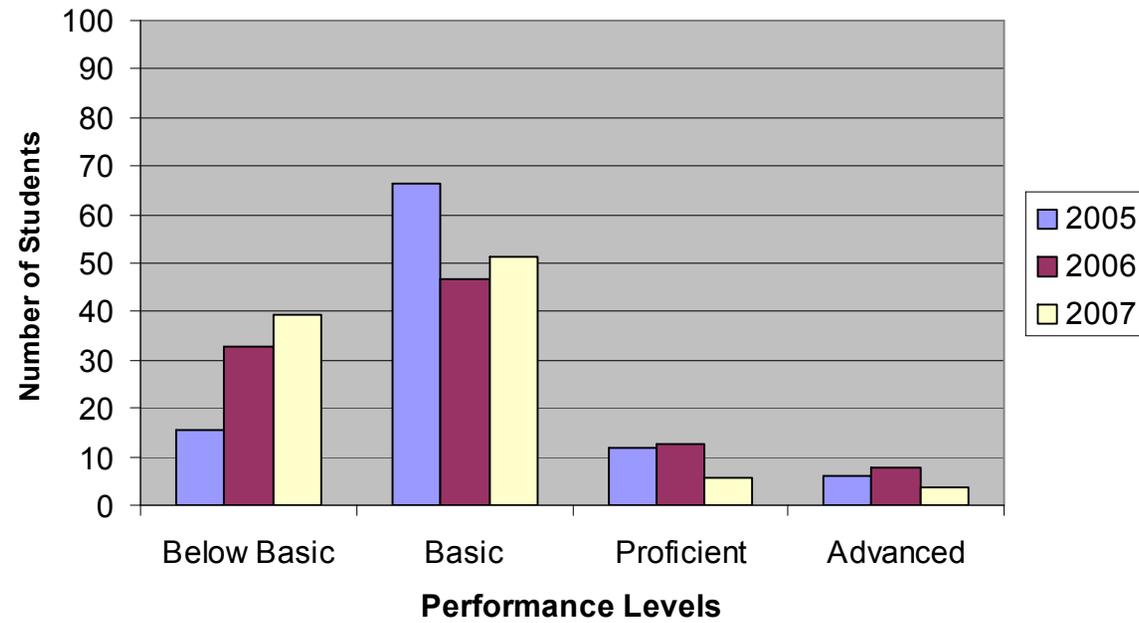
Male Students Social Studies PACT Performance



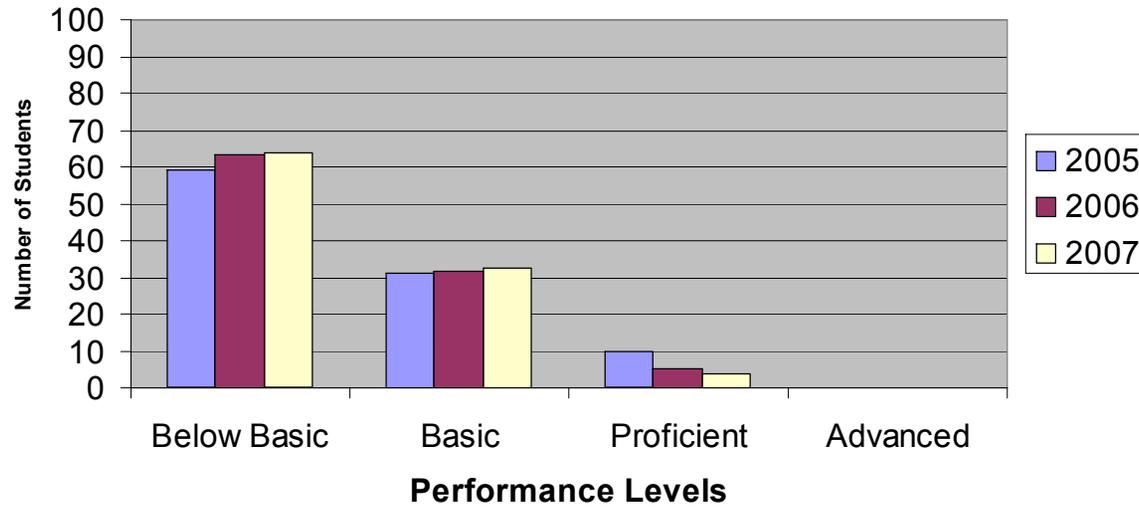
Female Students ELA PACT Performance

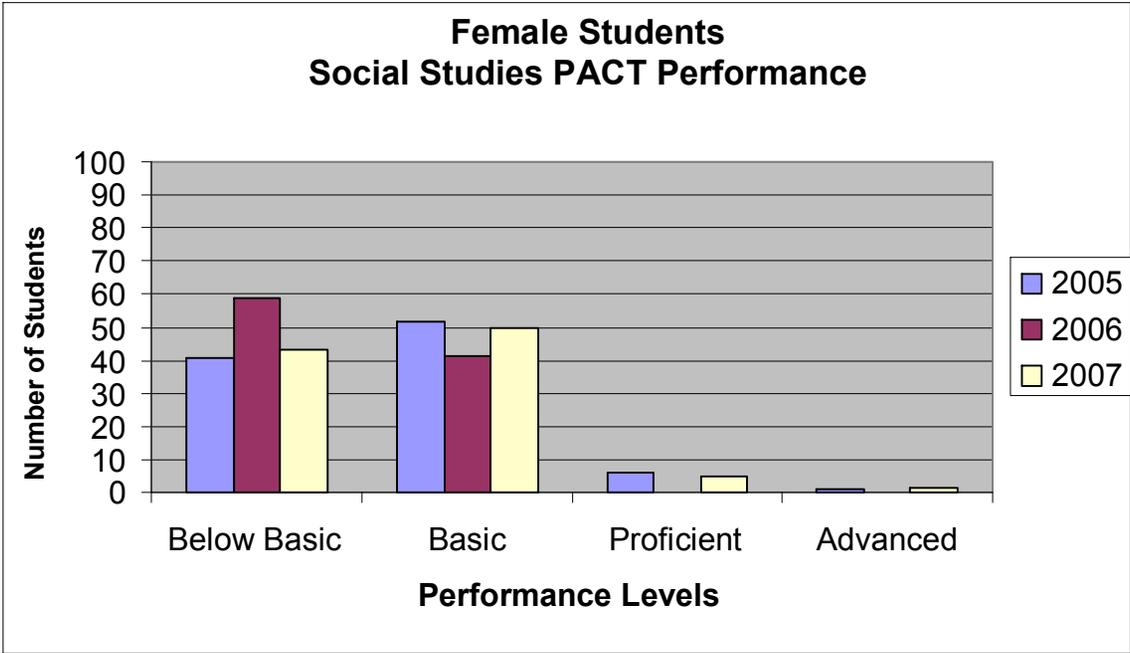


Female Students Mathematics PACT Performance

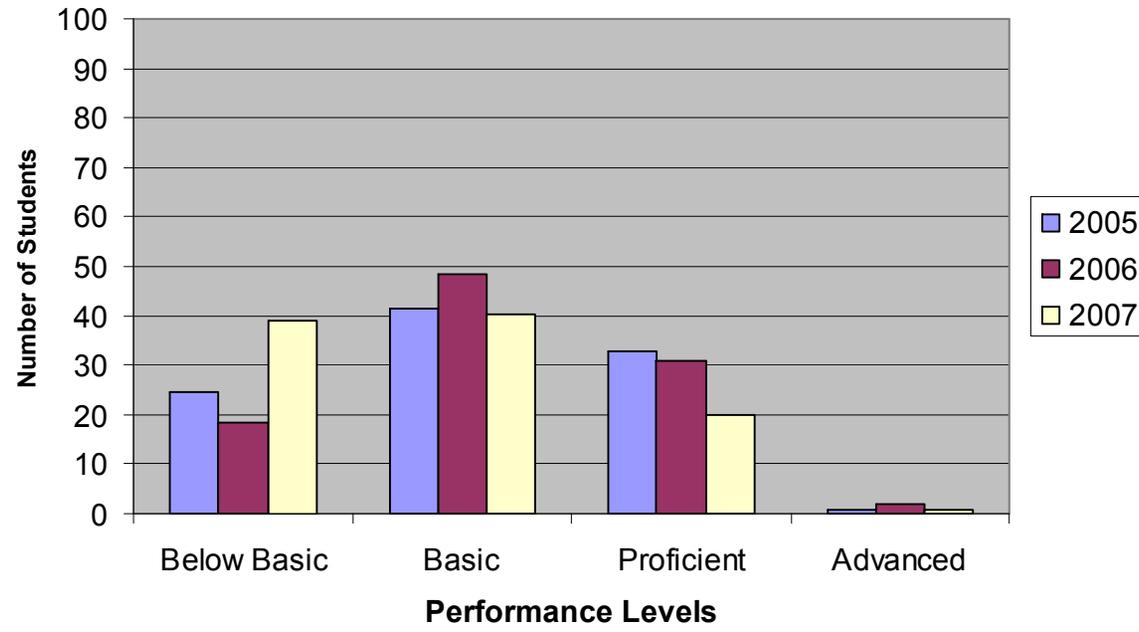


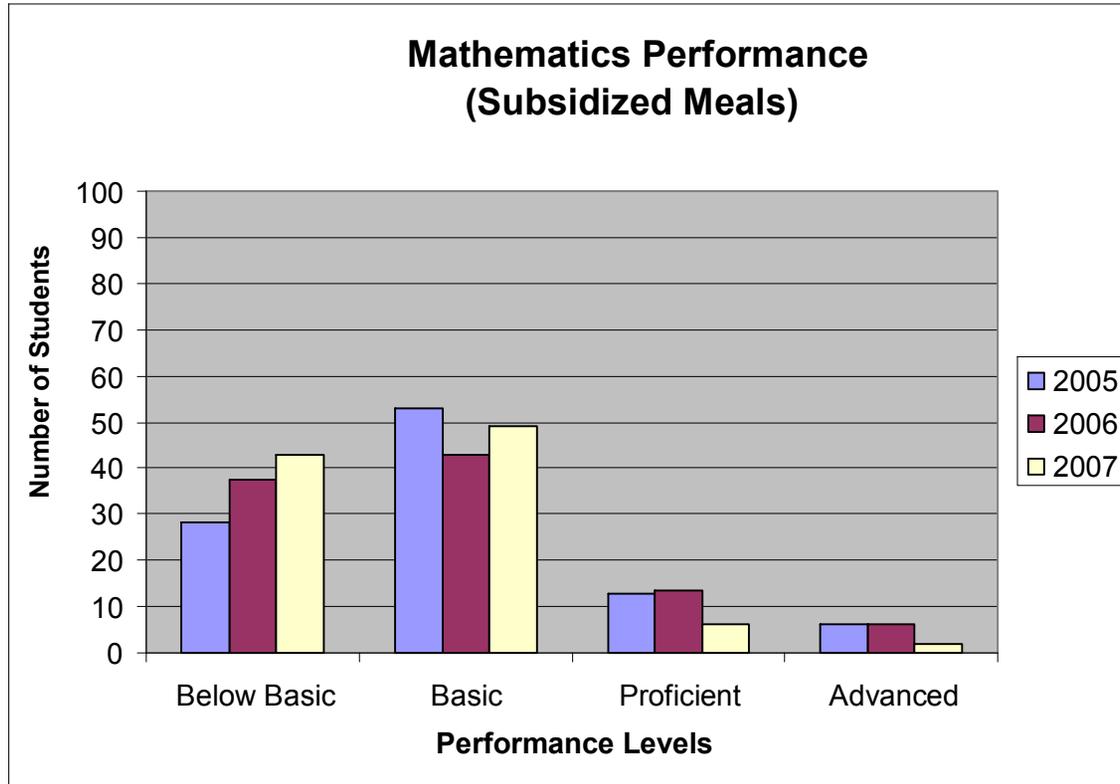
Female Students Science PACT Performance



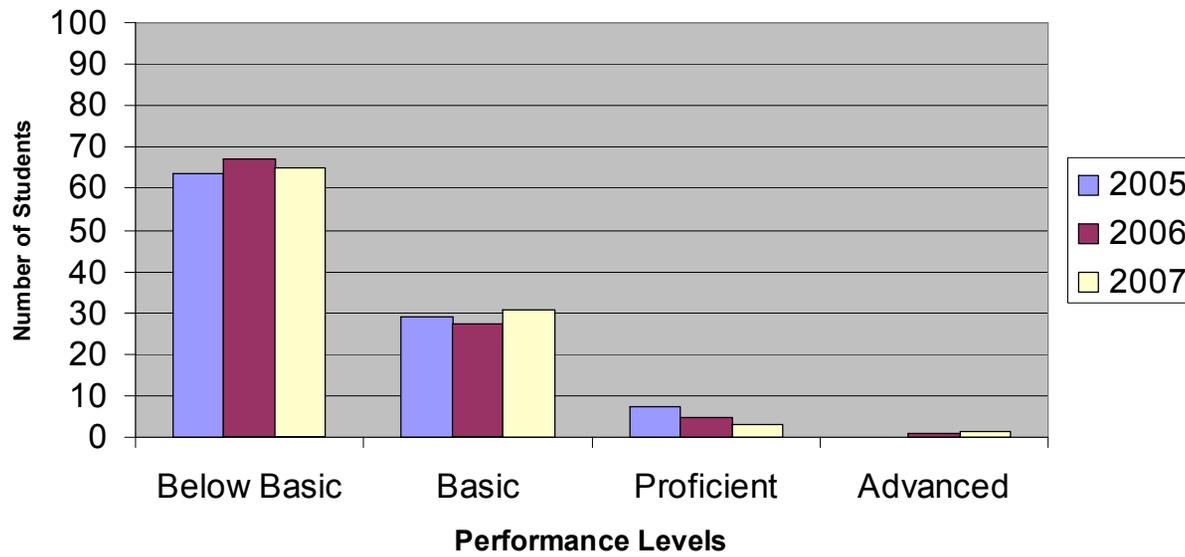


ELA PACT Performance (Subsidized Meals)

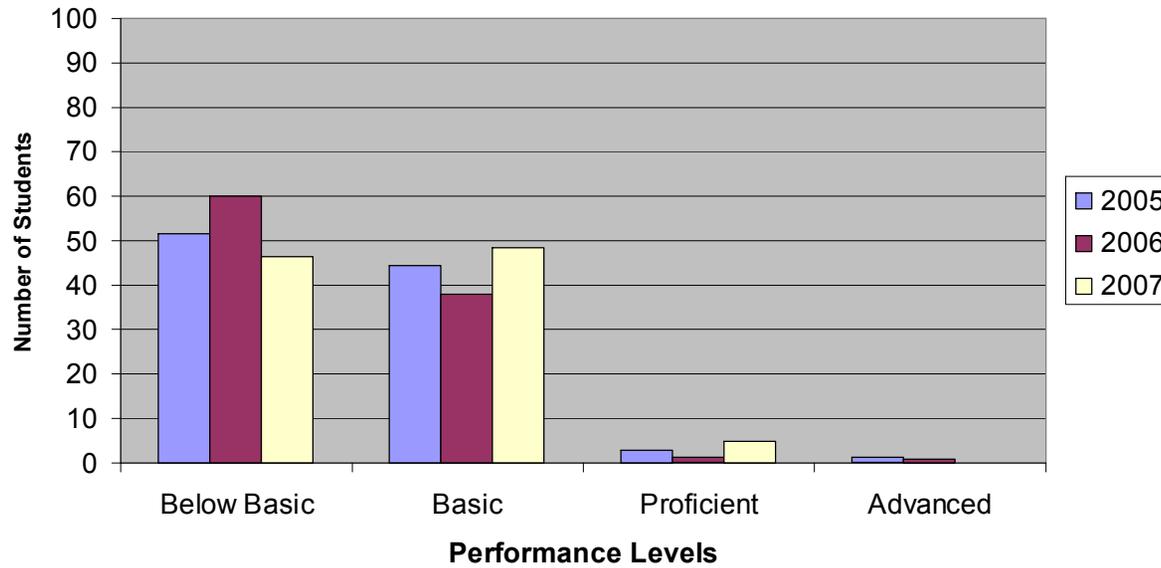




Science PACT Performance (Subsidized Meals)



Social Studies PACT Performance (Subsidized Meals)



SUMMARY OF PROCESS USED TO DEVELOP THE FSRP AND THE PERSONS INVOLVED

The *Focused School Renewal Plan* (FSRP) process began when the R.E. Davis Elementary School personnel attended the South Carolina Department of Education External Review Team (ERT) training in Columbia, South Carolina on January 24, 2008. The R.E. Davis Elementary School Leadership Team (SLT) (Anne McFadden, Principal; Gail Allen, Assistant Principal; Vivian McGhaney, Curriculum Coordinator; Michelle McDaniel, Math Coach) then met with the ERT members assigned to the school. Dr. Sharon Moore Askins, Chairperson, and Dr. Peggie Grant, ERT member, met with the R.E. Davis Elementary School Leadership Team on the following dates: January 29, February 1, February 5, and February 7. On February 5, Sumter School District Two's Instructional Staff collaborated with the ERT and R.E. Davis Elementary School SLT in the development of the *Focused School Renewal Plan*. The R.E. Davis Elementary School Leadership Team presented the data from the calculation of Absolute Value needed to meet *Expected Progress by 2010* to the faculty and staff on January 30, 2008. After carefully analyzing these data, the root causes of poor student achievement were identified as (1) *loss of prime instructional time*, (2) *teachers not returning from the prior year*, and (3) *the inadequate utilization of assessment results to guide instruction*. The faculty was informed that Dr. J. Frank Baker, Superintendent, endorsed the FSRP. Future faculty and team meetings in 2008 will be used to ensure successful implementation of the FSRP to meet *Expected Progress*. All faculty members will meet with the principal individually in spring 2008 to clarify their roles and responsibilities as they relate to the FSRP.

The overall gains analysis comparing the same students from grades three through five reveals that there has been a decline in student performance over the past three years, 2005-2007. In conclusion, the administration, faculty, and staff are committed to dramatically improving student achievement in order to meet *Expected Progress by 2010*.

- **NARRATIVE OF HOW SELECTED GOALS WILL ENABLE THE SCHOOL TO MEET *EXPECTED PROGRESS***

The School Leadership Team (SLT) identified two Student Achievement Focused Goals, two Principal's Instructional Leadership Focused Goals, and two District Administrators' Leadership Focused Goals to increase student achievement. After carefully analyzing these data, the root causes of poor student achievement were identified as (1) *loss of prime instructional time*, (2) *teachers not returning from the prior year*, and (3) *the inadequate utilization of assessment results to guide instruction*. Based on these root causes, the SLT developed the following goals:

Student Achievement

- By April 1, 2009, 30% of the students in grades 3-5 will increase one or more performance levels on PACT in English/language arts as evidenced by comparison of a minimum 10 points increase on Spring Rasch Unit (RIT) band scores on the aligned Measurement of Academic Progress (MAP) I (Fall) 2008 to MAP III (Spring) 2009 Assessment.

- By April 1, 2009, 30% of the students in grades 3-5 will increase one or more performance levels on PACT in math as evidenced by comparison of a minimum 10 points increase on Spring Rasch Unit (RIT) band scores on the aligned Measurement of Academic Progress (MAP) I (Fall) 2008 to MAP III (Spring) 2009 Assessment.
- By April 1, 2009, 2/3 of ELA and math teachers in grades 3 – 5 will disaggregate data to determine instructional planning for the improvement of ELA and math instructional delivery that 30% of the students in grades 3- 5 will increase one or more performance levels on PACT in ELA and math as evidenced by the comparison of a minimum 10 points increase on Rasch Unit (RIT) bands scores on the aligned Measures of Academic Progress (MAP) I (Fall) 2008 to MAP III (Spring) 2009 Assessment.

Principal's Instructional Goal

- By April 1, 2009, 80% of all ELA and math teachers will show competency of instructional delivery demonstrating 7 out of 10 successful classroom observations using Marzano's Instructional Strategies to improve ELA and math achievement as evidenced by 30% of all students in grades 3-5 increasing one or more performance levels on PACT as measured by a 10 points increase on Rasch Unit (RIT) Band scores on the aligned Measures of Academic Progress (MAP) I (Fall) 2008 to MAP III (Spring) 2009 Assessment.

- By April 1, 2009, the principal will promote the use of technology integration in math and ELA instruction by developing a technology integration rubric to improve instructional delivery. Teachers will achieve a rating of five out of seven successful classroom observations to increase student performance by one level on PACT as evidenced by the comparison of a minimum 10 points increase on Rasch Unit (RIT) Band scores on the aligned Measures of Academic Progress (MAP) I (Fall) 2008 to MAP III (Spring) 2009 Assessment.

District Instructional Goal

- By April 1, 2009, 80% of the English Language Arts (ELA), mathematics, and science teachers will effectively implement inquiry based strategies based on a score of “Average” on five observations, using the Sumter School District Observation Tool to ensure that 30% of the students in grades 3-5 meet the Sumter School District Two target goal of 70% mastery or higher on the March 2009 English Language Arts Mathematics and Science District Benchmark Assessments.
- By April 1, 2009, 80% of the English Language Arts (ELA), and mathematics teachers in grades 3-5 will effectively implement instructional delivery strategies, using the South Carolina Core Content Standards to gain a score of “Average” on at least five ELA and mathematics observations as measured by the Sumter School District Observation Tool and to ensure that 30% of the students in grades 3-5 meet or exceed their individual target growth goals as indicated by the Measures of Academic (MAP) Formative Assessment Tests.

R.E. Davis Elementary School administration, faculty and staff have identified goals based on best practices and research-based evidence to improve student achievement. Action steps have been developed to obtain *Expected Progress*. The faculty and staff agree, “A viable curriculum is unattainable without the benefit of time” (Marzano, 2003) and “The benefits of time spent on purposeful reading and writing are so crucial that Allington recommends that we establish flexible standards: about sixty minutes per day of reading and forty minutes per day of writing.” (Schmoker, 2006). In accordance with this belief, the master schedule will be revised and modified to reflect increased prime instructional time. A two-hour English/language arts block and one hour each for mathematics, science and social studies, will enhance instruction for all students. Additional analysis of the data showed not only a need for focused prime instructional time, but also a need for embedded sustainable and ongoing professional development. The instructional staff is comprised of veteran and novice teachers. Consequently, the professional development needs to be designed to meet the needs of both groups. To address the professional development, biweekly professional development sessions (in lieu of summer week-long development sessions) will be held to help build a collaborative team, and strengthen leadership, while increasing the instructional effectiveness and morale of the staff. The school’s timeline reflects the wide range of professional development planned throughout the school year, and a systematic focus on monitoring and providing immediate and meaningful feedback. In conclusion, a plan has been developed to dramatically improve student achievement at R.E. Davis Elementary School.

School Timeline

Months	Testing	Disaggregation of Data	Professional Development	Implementation/Monitoring
July 2008	No Testing	<ul style="list-style-type: none"> • Receive <i>Preliminary PACT Analysis</i> 	<ul style="list-style-type: none"> • Conduct <i>Everyday Math</i> training • Conduct training for differentiated instruction • Conduct training in Revised Bloom's Taxonomy • Conduct one-week seminar on effective instructional strategies • Provide faculty-led staff development to address the unique needs of children of poverty (Source: <i>Framework for Understanding Poverty</i> by Ruby K. Payne, Ph.D) and the use of effective instructional strategies 	<ul style="list-style-type: none"> • PACT Analysis and <i>Everyday Math</i> training • Conduct SLT meetings to determine status of FSRP implementation. • Revise instructional supervision model and schedule that provides immediate and meaningful feedback to teachers for improving student achievement
August 2008	No Testing	<ul style="list-style-type: none"> • Analyze and utilize preliminary PACT data 	<ul style="list-style-type: none"> • Conduct <i>TestView</i> training • Provide <i>Promethean Board</i> training • Provide professional development in leading effective meetings, teams and groups • 	<ul style="list-style-type: none"> • Conduct SLT meetings to determine status of data analyses and <i>TestView</i> utilization • Begin classroom observations

September 2008	MAP I ELA and mathematics testing	<ul style="list-style-type: none"> • Conduct and utilize data analysis of MAP I ELA and mathematics testing 	<ul style="list-style-type: none"> • Provide faculty-led staff development to address the unique needs of children of poverty (Source: <i>Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement</i> by Robert Marzano) • Conduct training for differentiated instruction • Continue <i>Promethean Board</i> training • Continue faculty-led team meetings • Introduce SC Writing Rubric 	<ul style="list-style-type: none"> • Conduct SLT meetings to determine implementation of strategies to address the unique needs of children of poverty • Continue classroom observations to observe differentiated instruction • Conduct classroom observation to observe use of <i>Promethean Boards</i> to determine student engagement • Conduct goal-setting conferences with students
October 2008	No Testing	<ul style="list-style-type: none"> • Analyze and utilize PACT data • Develop <i>Data Wall</i> 	<ul style="list-style-type: none"> • Continue training for differentiated instruction • Continue <i>Promethean Board</i> training • Continue faculty-led team meetings 	<ul style="list-style-type: none"> • Continue classroom observations to observe differentiated instruction
November 2008	CoGAT	<ul style="list-style-type: none"> • Conduct and utilize data analysis of CoGAT results • Continue reviewing data wall 	<ul style="list-style-type: none"> • Conduct training for interpreting CoGAT results • Continue <i>Promethean Board</i> training • Continue faculty-led team meetings • Continue faculty-led training 	<ul style="list-style-type: none"> • Conduct SLT meeting to determine status of CoGAT analysis • Monitor student progress and review students' work by conducting collegial conferences with teachers • Continue classroom observations to observe differentiated instruction

December 2008	District <i>Target Teach</i> Benchmark I Testing (ELA and mathematics)	<ul style="list-style-type: none"> • Conduct and utilize data analysis of <i>Target Teach</i> test results • Continue to review data wall 	<ul style="list-style-type: none"> • Conduct grade-level focus sessions on <i>Target Teach</i> results • Continue <i>Promethean Board</i> training 	<ul style="list-style-type: none"> • Conduct SLT meeting to determine status of <i>Target Teach</i> analysis • Monitor students' progress on <i>Data Wall</i> • Continue classroom observations to observe differentiated instruction
January 2009	Grade level planning will be used to review formal/informal assessment	<ul style="list-style-type: none"> • Continue to review data wall 	<ul style="list-style-type: none"> • Conduct training on analyzing <i>CoGAT</i> results • Continue <i>Promethean Board</i> training 	<ul style="list-style-type: none"> • Monitor students' work samples • Continue classroom observations to observe differentiated instruction
February 2009	MAP II	<ul style="list-style-type: none"> • Analyze and utilize <i>Target Teach</i> data 	<ul style="list-style-type: none"> • Conduct training on analyzing <i>Target Teach</i> results • Continue <i>Promethean Board</i> training • Review SC Writing Rubric with teachers 	<ul style="list-style-type: none"> • Conduct SLT meeting to determine status of <i>Target Teach</i>, MAP I and PACT progress on <i>Data Wall</i> • Continue classroom observations to observe differentiated instruction

March 2009	<ul style="list-style-type: none"> • PASS Writing Assessment • Benchmark III Testing 	<ul style="list-style-type: none"> • PASS Writing Assessment 	<ul style="list-style-type: none"> • Provide faculty-led staff development to address the unique needs of children of poverty (Source: <i>Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement</i> by Robert Marzano) • Continue <i>Promethean Board</i> training 	<ul style="list-style-type: none"> • Conduct SLT meeting to monitor students' progress as reflected on <i>Data Wall</i>
April 2009		<ul style="list-style-type: none"> • Conduct and utilize data analysis of MAP II 	<ul style="list-style-type: none"> • Conduct training on leading effective meetings, teams and groups • Refresher on differentiated instruction • Continue <i>Promethean Board</i> training 	<ul style="list-style-type: none"> • Conduct SLT meeting to determine status of MAP II analyses and monitor students' work as reflected on <i>Data Wall</i>
May 2009	PASS testing (Grades 3-5)	<ul style="list-style-type: none"> • Continue utilizing data analysis of MAP II 	<ul style="list-style-type: none"> • Continue <i>Promethean Board</i> training 	<ul style="list-style-type: none"> • Curriculum Coordinator and Guidance Counselor will monitor the administration of CoGAT and PASS testing

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Goal 1: By April 1, 2009, 30% of the students in grades 3-5 in English/language Arts will demonstrate a minimum of a 10-point gain on Spring Rasch Unit (RIT) band scores on the Measurement of Academic Progress (MAP) I (**Fall**) 2008 to MAP III (**Spring**) 2009 Assessment.

Strategy <i>List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.</i>	Person(s) Responsible (Position/Name)	Start Date Of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
1. Change/modify the master schedule to increase instructional time in core content areas to improve the teaching and learning process.	Principal, Anne McFadden; Assistant Principal, Gail Allen; Curriculum Coordinator, Vivian McGhaney	August 2008 – May, 2009	<ul style="list-style-type: none"> • Lesson plans will be reviewed biweekly to determine if instruction and assessments are appropriately aligned to standards. Teachers will be provided biweekly feedback to improve instructional planning and delivery. (Vivian McGhaney, Gail Allen and Michelle McDaniel) • Teachers will post ELA schedules by each classroom door depicting specific time accommodations for reading/writing workshop, vocabulary development, daily grammar practice, etc. Quarterly feedback will be given to ensure appropriate time and focus is given to ELA instruction. (Teachers) • Teachers will provide improved instruction to address student academic strengths and weaknesses by accommodating students' learning styles through differentiation of instruction. Teachers will be provided weekly feedback for improving instructional accommodations. (A. McFadden and SLT.

			<ul style="list-style-type: none"> Lesson Plans will be reviewed biweekly to determine if teachers utilized grade-level planning protocols to incorporate research-based/ best practice strategies for improved instructional delivery. Teachers will be provided biweekly feedback for improving planning for the appropriate implementation of strategies. (V. McGhaney, G. Allen, and M. McDaniel)
<p>2. Align curriculum, instruction and assessment to the South Carolina English Language Arts (ELA) Academic Standards at the appropriate level of rigor to improve teaching and learning to engage and challenge all learners.</p>	<p>A.McFadden, Principal Third Grade Teachers Fourth Grade Teachers Fifth Grade Teachers</p>	<p>July 2008</p>	<ul style="list-style-type: none"> The School Leadership Team (SLT) will review lesson plans and provide feedback to make sure that standards are aligned to curriculum and instruction with appropriate levels of rigor for improved teaching and learning. (A. McFadden and the SLT) Teachers will highlight in lesson plans Bloom's Revised Taxonomy verbs to ensure that higher order thinking is reflected in the teaching of content areas. (V. McGhaney, G. Allen, and M. McDaniel) Teachers will be provided with immediate feedback from observations for strengthening areas of growth and applying strategies that reflect best practices. (A. McFadden and the SLT)
<p>3. Differentiate instruction of English/language arts to accommodate individual instructional needs of all students.</p>	<p>A.McFadden, Principal Third Grade Teachers Fourth Grade Teachers Fifth Grade</p>	<p>August 2008</p>	<ul style="list-style-type: none"> The SLT will review lesson plans and provide a biweekly report to the principal for improved instructional delivery. (A. McFadden and the SLT) Collaborative teams will review samples of student work biweekly to ensure appropriate rigor enhancing critical thinking and determining student academic strengths and

	Teachers		<p>weaknesses for the improvement of instructional effectiveness. (Vivian McGhaney, Gail Allen, and Michelle McDaniel).</p> <ul style="list-style-type: none"> • The SLT will observe and provide feedback biweekly to teachers determining the appropriateness of instructional choices such as flexible small groups and one-on-one instruction to differentiate in core content areas to improve student academic growth. (A. McFadden and the SLT) • Collaborative teams will analyze formative/summative assessments biweekly during instructional planning to make sure the core areas being taught have assessed students' level of understanding with an appropriate level of rigor. (Vivian McGhaney, Gail Allen, and Michelle McDaniel)
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FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Goal 2: April 1, 2009, 30% of the students in grades 3-5 in Math will demonstrate a minimum of a 10-point gain on Spring Rasch Unit (RIT) band scores on the Measurement of Academic Progress (MAP) I (**Fall**) 2008 to MAP III (**Spring**) 2009 Assessment.

Strategy <i>List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.</i>	Person(s) Responsible (Position/Name)	Start Date Of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
4. Change/modify the master schedule to increase instructional time in core content areas to improve the teaching and learning process.	Principal, Anne McFadden; Assistant Principal, Gail Allen; Curriculum Coordinator, Vivian McGhaney	August 2008 – May, 2009	<ul style="list-style-type: none"> • Lesson plans will be reviewed biweekly to determine if instruction and assessments are appropriately aligned to standards. Teachers will be provided biweekly feedback to improve instructional planning and delivery. (Vivian McGhaney, Gail Allen and Michelle McDaniel) • Teachers will post math schedules by each classroom door depicting specific time accommodations for daily rituals, Mini-Lesson, Guided Practice, Independent Activities and Reflection/Closure. Quarterly feedback will be given to ensure appropriate time and focus is given to math instruction. (Teachers) • Teachers will provide improved instruction to address student academic strengths and weaknesses by accommodating students' learning styles through differentiation of instruction. Teachers will be provided weekly feedback for improving instructional

			<p>accommodations. (A. McFadden and SLT.</p> <ul style="list-style-type: none"> Lesson Plans will be reviewed biweekly to determine if teachers utilized grade-level planning protocols to incorporate research-based/ best practice strategies for improved instructional delivery. Teachers will be provided biweekly feedback for improving planning for the appropriate implementation of strategies. (V. McGhaney, G. Allen, and M. McDaniel)
<p>5. Align curriculum, instruction and assessment to the South Carolina math Academic Standards at the appropriate level of rigor to improve teaching and learning to engage and challenge all learners.</p>	<p>A.McFadden, Principal Third Grade Teachers Fourth Grade Teachers Fifth Grade Teachers</p>	<p>July 2008</p>	<ul style="list-style-type: none"> The School Leadership Team (SLT) will review lesson plans and provide biweekly feedback to make sure that standards are aligned to curriculum and instruction with appropriate levels of rigor for improved teaching and learning. (A. McFadden and the SLT) Teachers will highlight in lesson plans Bloom's Revised Taxonomy verbs to ensure that higher order thinking is reflected in the teaching of content areas. (V. McGhaney, G. Allen, and M. McDaniel) Teachers will be provided with immediate feedback from observations for strengthening areas of growth and applying strategies that reflect best practices. (A. McFadden and the SLT)
<p>6. Differentiate instruction of math to accommodate individual instructional needs of all students</p>	<p>A.McFadden, Principal Third Grade Teachers Fourth Grade Teachers</p>	<p>August 2008</p>	<ul style="list-style-type: none"> The SLT will review lesson plans and provide a biweekly report to the principal for improved instructional delivery. (A. McFadden and the SLT) Collaborative teams will review samples of student work biweekly to ensure appropriate

	Fifth Grade Teachers		<p>rigor enhancing critical thinking and determining student academic strengths and weaknesses for the improvement of instructional effectiveness. (Vivian McGhaney, Gail Allen, and Michelle McDaniel).</p> <ul style="list-style-type: none"> • The SLT will observe and provide feedback biweekly to teachers determining the appropriateness of instructional choices such as flexible small groups and one-on-one instruction to differentiate in core content areas to improve student academic growth. (A. McFadden and the SLT) • Collaborative teams will analyze formative/summative assessments biweekly during instructional planning to make sure the core areas being taught have assessed students' level of understanding with an appropriate level of rigor. (Vivian McGhaney, Gail Allen, and Michelle McDaniel)
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FOCUSED SCHOOL RENEWAL PLAN

Student Achievement Focused Goal 2008–09 School Year of Implementation

Focused Student Achievement Goal 3: By April 1, 2009, 2/3 of ELA and math teachers in grades 3 – 5 will disaggregate data to determine instructional planning ELA and math instructional delivery that 30% of the students in grades 3-5 in English/language Arts and math will demonstrate a minimum of a 10-point gain on Spring Rasch Unit (RIT) band scores on the Measurement of Academic Progress (MAP) I (Fall) 2008 to MAP III (Spring) 2009 Assessment..

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation
List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.			<i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
1. Establish instructional expectations to employ disaggregated data in instructional planning and delivery.	Principal, Anne McFadden; Assistant Principal, Gail Allen; Curriculum Coordinator, Vivian McGhane; Mathematics Coach, Michelle McDaniel	March 2008	<ul style="list-style-type: none"> • Teachers will use common planning time to disaggregate data using peer collaboration notes and reflective practices to determine the most effective approaches to improve instructional planning and delivery to insure that all students' needs are met. (A. McFadden) • The SLT will use the school's observation tool, MAP results, benchmark results, and informal walk-throughs, to determine if students' academic strengths/weaknesses are planned for using current performance data. Teachers will be provided immediate feedback for improving ELA/math instructional planning. • The School Leadership Team (SLT) will use the school's observation tool and informal walk-throughs and provide immediate feedback to teachers on specific instructional foci using "best practices" to

			<p>improve ELA/math instruction. (A. McFadden and the SLT)</p> <ul style="list-style-type: none"> • The data team will provide a data wall to show and monitor student academic strengths and weaknesses by tracking the progression of MAP (RIT bands), benchmarks, and teachers' assessments for instructional purposes. (Data Team) • Teachers will plan for differentiation of instruction utilizing disaggregated data from data wall, MAP, benchmarks, and teacher assessments to determine students' specific strengths and weaknesses enabling them to improve instructional delivery for increased student academic performance. (V. McGhaney, G. Allen and M. McDaniel) • Teachers will be observed using the school's observation tool and given immediate feedback based upon overall effectiveness of differentiated procedures as evidenced by students' performance on MAP, benchmarks, and teacher assessments. (A. McFadden/ SLT) • The SLT will review and provide feedback to teachers regarding the strengths and weaknesses of written evidence in lesson plans regarding differentiated instruction resulting from data analysis of students' assessments. (A. McFadden and the SLT)
<p>2. Implement expectations for conducting teacher-led individual student conferences for academic goal setting.</p>	<p><u>All teachers K-5</u> * See end of report for the faculty positions and names of faculty members</p>	<p>July 2008</p>	<ul style="list-style-type: none"> • Teachers will monitor and provide students with feedback to establish and implement goal setting action plan to improve student achievement. (The SLT) • Teachers will schedule student goal-setting sessions based on Lexile levels, RIT bands, Benchmark results, and high-stakes test results. A. McFadden and the SLT)

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

Principal’s Instructional Leadership Focused Goal to Increase Student Achievement

Focused Principal’s Instructional Leadership Goal 1: By April 1, 2009, 80% of all ELA and math teachers will show competency of instructional delivery demonstrating 7 out of 10 successful classroom observations using Marzano’s Instructional Strategies to improve ELA and math achievement as evidenced by 30% of the students in grades 3-5 in English/language Arts and math will demonstrate a minimum of a 10-point gain on Spring Rasch Unit (RIT) band scores on the Measurement of Academic Progress (MAP) I (**Fall**) 2008 to MAP III (**Spring**) 2009 Assessment..

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal’s responsibilities stated in the ERT process.)

<p align="center">Strategy</p> <p>List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.</p>	<p align="center">Person(s) Responsible (Position/Name)</p>	<p align="center">Start Date Of Strategy</p>	<p align="center">Indicator(s) of Implementation</p> <p><i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i></p>
<p>1. Revise the existing instructional supervision model to focus on improving teaching and learning.</p>	<p>Principal, Anne McFadden; Assistant Principal, Gail Allen; Curriculum Coordinator, Vivian McGhaney; Mathematics Coach, Michelle McDaniel</p>	<p>July 2008</p>	<ul style="list-style-type: none"> • The School Leadership Team (SLT) will provide immediate written feedback to teachers on the appropriate alignment of instruction to academic standards, curriculum, and assessments. (A. McFadden and the SLT) • The SLT will review quarterly student assessment results to ensure that the instructional protocol is effectively communicated for delivering standards-based instruction to all students. (A. McFadden and the SLT) • Using the school observation tool, the SLT will conduct eight daily thirty-minute classroom observations and provide immediate feedback to

<p>2. Identify and provide professional development opportunities in all instructional areas for all adults to focus on continuous improvement of teaching and learning.</p>	<p>Principal, Anne McFadden</p> <p>Assistant Principal, Gail Allen; Curriculum Coordinator</p> <p>Vivian McGhaney; Mathematics Coach Michelle McDaniel</p>	<p>July 2008</p>	<p>teachers.</p> <ul style="list-style-type: none"> • Professional development will be provided to the staff weekly during common planning time for the development of teams and peer collaboration to improve grade-level planning for instructional effectiveness.(V. McGhaney) • The SLT will review data from benchmark pre-assessment to determine staff development needs by providing each collaborative team with an agenda template to be used during grade-level planning for the documentation of accountable discussions regarding the improvement of teaching and learning. (A. McFadden and the SLT) <p>The SLT will provide core content areas with opportunities for faculty-led professional development for improved teaching and learning. Teachers will reflect best-practices for improved teaching and learning through faculty-led presentations, professional development journals, and follow-up evaluations. (Anne McFadden)</p>
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**FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation**

Principal’s Instructional Leadership Focused Goal to Increase Student Achievement

Focused Principal’s Instructional Leadership Goal 2: By April 1, 2009, the principal will promote the use of technology integration in math and ELA instruction by developing a technology integration rubric to improve instructional delivery. Teachers will achieve a rating of five out of seven successful classroom observations to increase student performance by 30% of the students in grades 3-5 in English/language Arts and math will demonstrate a minimum of a 10-point gain on Spring Rasch Unit (RIT) band scores on the Measurement of Academic Progress (MAP) I (**Fall**) 2008 to MAP III (**Spring**) 2009 Assessment.
(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal’s responsibilities stated in the ERT process.)

<p align="center">Strategy</p> <p>List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.</p>	<p align="center">Person(s) Responsible (Position/Name)</p>	<p align="center">Start Date Of Strategy</p>	<p align="center">Indicator(s) of Implementation</p> <p><i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i></p>
<p>1. Provide training in the appropriate use of technology when integrating for instructional effectiveness</p>	<p>Principal, Anne McFadden</p>	<p>August 2008</p>	<ul style="list-style-type: none"> • Professional development will be provided to teachers in the integration of technology through the utilization of the Promethean Board as an interactive tool to improve student engagement in core content areas. (Molly Schock) • Teachers will demonstrate their knowledge of Promethean Boards through faculty-led demonstrations, instructional walk-throughs, agendas, and student demonstrations/interaction to help students practice, review and apply learning in content areas for the improvement of academic achievement.(Molly Schock)
<p>2. Teachers will use technology as a planning tool to effectively differentiate instruction</p>	<p>Principal, Anne McFadden</p>	<p>July 2008</p>	<ul style="list-style-type: none"> • Teachers will use technology to support flexible grouping to strengthen areas of instructional weaknesses resulting from data analysis. (V. McGhaney and M. McDaniel) • Teachers will ensure that activities are clearly aligned with district and state standards. (Anne McFadden)
<p>3. Provide up-to-date technology and instructional materials to support teaching and learning.</p>	<p>Principal, Anne McFadden</p>	<p>August 2008</p>	<ul style="list-style-type: none"> • The SLT will observe daily classroom instruction to ensure the integration of technology and effective use of instructional materials. (A. McFadden and the SLT)

**FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
District Administrators’ Instructional Leadership Focused Goal to Increase Student Achievement**

Focused District Instructional Leadership Goal 1: By April 1, 2009, 80% of the English Language Arts (ELA), mathematics, and science teachers will effectively implement inquiry based strategies based on a score of “Average” on five observations, using the Sumter School District Observation Tool to ensure that 30% of the students in grades 3-5 meet the Sumter School District Two target goal of 70% mastery or higher on the March 2009 English Language Arts, Mathematics, and Science District Benchmark Assessments.

(The desired result is a positive impact on student achievement that supports the school’s FSRP and aligns with the district administrators’ responsibilities stated in the ERT process.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
<p>1. Utilize revised English Language Arts (ELA), mathematics, and science unit plans aligned with the South Carolina Academic Standards and the Revised Bloom’s Taxonomy to increase teachers’ effectiveness in providing quality instruction.</p>	<p>Henrietta H. Green Deputy Superintendent</p> <p>District Coordinators, Delores Ardis, social studies, Gail China, ELA, Carla King, mathematics, and Lori Smith, science</p>	<p>October 2008</p>	<p>The Sumter School District Two Observation Tool will be used by the district coordinators, Delores Ardis, Gail China, Carla King and Lori Smith to monitor the implementation of unit plans and increased usage of the higher levels of the Revised Bloom’s Taxonomy in the classroom. A minimum of two district coordinators will observe selected teachers and record documentation weekly. The observed teachers and the principal will receive a copy of the completed observation tool as feedback. Face to face conferences with the teachers will occur at least once a month.</p> <p>Results of effectiveness will be measured by 30% of the students in grades 3-5 demonstrating a mastery level of 70% or higher as measured by the March 2009 ELA, Mathematics, and Science District Benchmark Assessments.</p> <p>Henrietta Green, Deputy Superintendent for Instruction, and district coordinators, Delores Ardis, Gail China, Carla King, and Lori Smith will maintain files of observation forms. The district office will also maintain tests data results.</p>

<p>2. Provide professional development training on teaching of the standards and the implementation of the 2008-2009 revised unit plans to assist teachers in effectively delivering instruction.</p>	<p>Henrietta H. Green Deputy Superintendent</p> <p>District Coordinators, Delores Ardis, social studies, Gail China, ELA, Carla King, mathematics, and Lori Smith, science</p>	<p>August 2008</p>	<p>The district coordinators, Delores Ardis, Gail China, Carla King and Lori Smith will provide updated training on implementing the components of the unit plans, which address the content standards and effective instructional delivery.</p> <p>After completing the training, at least 80% of the teachers will complete an evaluation form that shows 90% Strongly Agree or Agree on the effectiveness of the unit plans for guiding instruction when teaching the state standards.</p> <p>The Sumter School District Two Observation Tool will be used by district coordinators, Delores Ardis, Gail China, Carla King and Lori Smith, to monitor the implementation of updated unit plans and increased usage of the higher levels of the Revised Bloom’s Taxonomy in the classroom. A minimum of two district coordinators will observe selected teachers and record documentation weekly. The observed teachers and the principal will receive a copy of the completed observation tool. Face to face conferences with the teachers will occur at least once a month.</p> <p>Results of effectiveness will be measured by 30% of the students in grades 3-5 demonstrating a mastery level of 70% or higher as measured by the March 2009 ELA, Mathematics, and Science District Benchmark Assessments.</p> <p>Henrietta Green, Deputy Superintendent for Instruction, and district coordinators, Delores Ardis, Gail China, Carla King, and Lori Smith will maintain attendance and evaluation forms from the training sessions. For documentation purposes, they will also maintain files of observation forms and tests data results.</p>
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<p>3. Provide professional development training on the implementation of instructional strategies contained in unit plans to improve teachers' knowledge in order to effectively deliver instruction,</p> <ul style="list-style-type: none"> • Revised Bloom's Taxonomy (October) • Supplemental Literature (October) • Vocabulary Development (November) • Instructional Pacing (November) • Note booking (January) 	<p>Henrietta H. Green Deputy Superintendent</p> <p>District Coordinators, Delores Ardis, social studies, Gail China, ELA, Carla King, mathematics, and Lori Smith, science</p>	<p>October 2008</p>	<p>The district coordinators, Delores Ardis, Gail China, Carla King and Lori Smith will provide professional development training on the implementation of instructional strategies contained in unit plans to improve teachers' instructional delivery.</p> <p>After completing the workshop, at least 80% of the teachers will complete an evaluation form that shows 90% Strongly Agree or Agree on the effectiveness of the training to improve teachers' instructional delivery methods.</p> <p>The Sumter School District Two Observation Tool will be used by district coordinators, Delores Ardis, Gail China, Carla King and Lori Smith, to monitor implementation of the listed strategies to improve classroom instruction. A minimum of two district coordinators will observe selected teachers and record documentation weekly. The observed teachers and the principal will receive a copy of the completed observation tool. Face to face conferences with the teachers will occur at least once a month.</p> <p>Results of effectiveness will be measured by 30% of the students in grades 3-5 demonstrating a mastery level of 70% or higher as measured by the March 2009 ELA, Mathematics, and Science District Benchmark Assessments.</p> <p>Henrietta Green, Deputy Superintendent for Instruction, and the instructional coordinators, Delores Ardis, Gail China, Carla King and Lori Smith will maintain attendance and evaluation forms from the training sessions. For documentation purposes, they will also maintain files of observation forms and tests data results.</p>
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<p>4. Provide training on research-based science kits and math manipulatives for teachers in grades three through five aligned with South Carolina Science and Mathematics Standards and the South Carolina Science and Mathematics Support Document to increase the quality of instruction and improve student achievement</p>	<p>Henrietta H. Green Deputy Superintendent</p> <p>District Coordinators, Carla King, mathematics, and Lori Smith, science</p>	<p>August 2008</p>	<p>The district mathematics coordinator, Carla King and science coordinator, Lori Smith will provide professional development training on the use of science kits and mathematics manipulatives to increase instructional delivery.</p> <p>After completing the training, at least 80% of the teachers will complete an evaluation form that shows 90% Strongly Agree or Agree on the effectiveness of the training to increase their understanding of the State Standards and Support Document and to increase quality instruction in the classroom.</p> <p>The Sumter School District Two Observation Tool will be used by district coordinators, Carla King and Lori Smith, to monitor implementation of the use of the standards and support documents. The science and mathematics coordinators will observe selected teachers and record documentation weekly. The observed teachers and the principal will receive a copy of the completed observation tool. Face to face conferences with the teachers will occur at least once a month.</p> <p>Results of effectiveness will be measured by 30% of the students in grades 3-5 demonstrating a mastery level of 70% or higher as measured by the March 2009 Mathematics and Science District Benchmark Assessments.</p> <p>Henrietta Green, Deputy Superintendent for Instruction, and the district coordinators, Carla King and Lori Smith will maintain attendance and evaluation forms from the training sessions. For documentation purposes, they will also maintain files of observation forms and tests data results.</p>
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**FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
District Administrators’ Instructional Leadership Focused Goal to Increase Student Achievement**

Focused District Instructional Leadership Goal 2: By April 1, 2009, 80% of the English Language Arts (ELA) and mathematics teachers in grades 3-5 will effectively implement instructional delivery strategies, using the South Carolina Core Content Standards to gain a score of “Average” on at least five ELA and mathematics observations as measured by the Sumter School District Observation Tool and to ensure that 30% of the students in grades 3-5 meet or exceed their individual target growth goals as indicated by the Measure of Academic (MAP) Formative Assessment Tests comparisons from fall (September) 2008 and spring (February) 2009.

(The desired result is a positive impact on student achievement that supports the school’s FSRP and aligns with the district administrators’ responsibilities stated in the ERT process.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
<p>1. Provide professional development training on the following topics based on identified needs from tests results and classroom observations to improve student achievement.</p> <ul style="list-style-type: none"> • Understanding the District’s Literacy Model for reading (October) • Conferencing strategies (October) • Teaching reading, mathematics, and science strategies (November) • Using graphic organizers to increase student understanding of reading, mathematics and science concepts (January) 	<p>Henrietta H. Green Deputy Superintendent</p> <p>District Coordinators, Delores Ardis, social studies, Gail China, ELA, Carla King, mathematics, and Lori Smith, science</p>	<p>October 2008</p> <p style="text-align: center;">54</p>	<p>The district instructional coordinators, Delores Ardis, Gail China, Carla King, and Lori Smith, will provide professional development to improve ELA, and mathematics scores.</p> <p>After completing the training, at least 80% of the teachers will complete an evaluation form that shows 90% Strongly Agree or Agree on the effectiveness of the training to improve teachers’ instructional delivery methods.</p> <p>The Sumter School District Two Observation Tool will be used by coordinators, Delores Ardis, Gail China, Carla King and Lori Smith, to monitor implementation of the listed strategies to improve classroom instruction. A minimum of two district coordinators will observe selected teachers and record documentation weekly. The observed teachers and the principal will receive a copy of the completed observation tool. Face to face conferences with the teachers will occur at least once a month.</p> <p>Results of effectiveness will be measured by 30% of the students in grades 3-5 meeting or exceeding their individual target growth rate in ELA and mathematics as indicated by the Measure of Academic Progress (MAP) Formative Assessment Tests from fall 2008 and spring 2009.</p> <p>Henrietta Green, Deputy Superintendent for Instruction, and the instructional coordinators will maintain attendance and evaluation forms from the training sessions. For documentation purposes, they will maintain files of observation forms. The district office will also maintain tests data results.</p> <p style="text-align: right;">Revised 11-03-08</p>

<p>2. Provide a training session on understanding the components of the Sumter School District Two instructional observation tool to inform teachers of instructional expectations and to improve the quality of instruction for all students.</p>	<p>Henrietta H. Green Deputy Superintendent</p> <p>District Coordinators, Delores Ardis, social studies, Gail China, ELA, Carla King, mathematics, and Lori Smith, science</p>	<p>October 2008</p>	<p>Henrietta Green, Deputy Superintendent for Instruction, and coordinators, Delores Ardis, Gail China, Carla King and Lori Smith, will provide a training session to assist teachers in understanding the components of the District Instructional Observation Tool to improve their opportunity for successful instructional practices.</p> <p>After completing the training, at least 80% of the teachers will complete an evaluation form that shows 90% Strongly Agree or Agree on the effectiveness of observation tool for improving teachers' instructional delivery methods.</p> <p>The Sumter School District Two Observation Tool will be used by coordinators, Delores Ardis, Gail China, Carla King and Lori Smith, to monitor implementation of the listed strategies to improve classroom instruction. A minimum of two district coordinators will observe selected teachers and record documentation weekly. The observed teachers and the principal will receive a copy of the completed observation tool. Face to face conferences with the teachers will occur at least once a month.</p> <p>Results of effectiveness will be measured by 30% of the students in grades 3-5 meeting or exceeding their individual target growth rate in ELA and mathematics as indicated by the Measure of Academic Progress (MAP) Formative Assessment Tests from fall 2008 and spring 2009.</p> <p>Henrietta Green, Deputy Superintendent for Instruction, and the instructional coordinators, Delores Ardis, Gail China, Carla King and Lori Smith will maintain attendance and evaluation forms from the training session. For documentation purposes, they will also maintain files of observation forms and tests data results.</p>
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<p>3. Provide modeled lessons based on Readers Workshop to enhance the teachers' ability to effectively instruct students in reading.</p>	<p>Henrietta H. Green Deputy Superintendent</p> <p>District Coordinator, Gail China, English/Language Arts</p>	<p>December 2008</p>	<p>After Gail China, ELA coordinator, provides the workshop, at least 80% of the teachers will complete an evaluation form that shows 90% Strongly Agree or Agree on the effectiveness of the training to improve teachers' instructional delivery methods.</p> <p>The Sumter School District Two Observation Tool will be used to monitor implementation of Readers Workshop to improve classroom instruction. Gail China, ELA coordinator will observe selected teachers and record documentation bi-weekly. The observed teachers and the principal will receive a copy of the completed observation tool. Face to face conferences with the teachers will occur at least once a month.</p> <p>Results of effectiveness will be measured by 30% of the students in grades 3-5 meeting or exceeding their individual target growth rate in ELA and mathematics as indicated by the Measure of Academic Progress (MAP) Formative Assessment Tests from fall 2008 and spring 2009.</p> <p>Henrietta Green, Deputy Superintendent for Instruction, and Gail China, ELA coordinator will maintain attendance and evaluation forms from the training session. The district office will also maintain the district observation form and test data results.</p>
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<p>4. Monitor the implementation of researched-based strategies in the classroom setting by observing an average of two times per month to ensure that instructional implementation is successful and if not, appropriate feedback is given for improvement</p>	<p>Henrietta H. Green Deputy Superintendent</p> <p>District Coordinators, Delores Ardis, social studies, Gail China, ELA, Carla King, mathematics, and Lori Smith, science</p>	<p>October 2008</p>	<p>The Sumter School District Two Observation Tool will be used to monitor implementation of the listed strategies to improve classroom instruction. A minimum of two district coordinators, Delores Ardis, Gail China, Carla King and Lori Smith, will observe selected teachers and record documentation weekly. The observed teachers and the principal will receive a copy of the completed observation tool. Face to face conferences with the teachers will occur at least once a month.</p> <p>Results of effectiveness will be measured by 30% of the students in grades 3-5 meeting or exceeding their individual target growth rate in ELA and mathematics as indicated by the Measure of Academic Progress (MAP) Formative Assessment Tests from fall 2008 and spring 2009.</p> <p>Henrietta Green, Deputy Superintendent for Instruction, and the instructional coordinators, Delores Ardis, Gail China, Carla King and Lori Smith will maintain files of observation forms and tests data results.</p>
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Title and Description of Each Program and Initiative Included in the FSRP

Give the title and a brief description of each program or initiative that is included in the FSRP.

Note: All acronyms should be preceded by the complete program title. For example: Measures of Academic Progress (MAP)

Measures of Academic Progress (MAP)

Measures of Academic Progress (MAP) are state-aligned computerized adaptive tests that accurately reflect the instructional level of each student and measure growth over time. MAP tests provide highly accurate results that can be used to:

- identify the skills and concepts individual students have learned.
- diagnose instructional needs.
- monitor academic growth over time.
- make data-driven decisions at the classroom, school, and district levels.
- place new students into appropriate instructional programs.

Everyday Math

Everyday Math presents a theme-based, problem-solving approach to math with specific emphasis on life application. The course materials and curriculum for *Everyday Math* have been designed to meet *The Secretary's Commission on Achieving Necessary Skills*, better known as SCANS, and are aligned with The National Council of Teachers of Mathematics (NCTM) Standards, which comprise both Content Standards and Process Standards.

Revised Bloom's Taxonomy

Dr. Benjamin Bloom created a learning taxonomy in 1956, and since that time, we have learned more about the way that children learn. The revised expanded taxonomy can help instructional designers and teachers to write and revise learning objectives. The revised taxonomy incorporates both the kind of knowledge to be learned (knowledge dimension) and the process used to learn (cognitive process), allowing for the instructional designer to efficiently align objectives to assessment techniques.

Differentiated Instruction

Differentiated instruction is an instructional concept that supports the premise that all students in the learning environment do not have the same learning profile. This approach encourages that instruction must be varied in such a manner that it is NOT “one size fits all.” Special attention is given to the diverse learning styles within the classroom culture, differing personalities, student interests, background knowledge and experiences, and levels of motivation for learning. When a teacher differentiates instruction, there is clear evidence that research-based best practice procedures are employed during all learning tasks to create different pathways that respond to the needs of diverse learners.

Differentiated instruction is based on the following beliefs:

- students differ in learning profiles

- classrooms in which students are active learners, decision makers and problem solvers are more natural and effective than those in which students are served a "one-size-fits-all" curriculum and treated as passive recipients of information
- covering information takes a backseat to making meaning out of important ideas.

The key to a differentiated classroom is that all students are regularly offered choices and students are matched with tasks compatible with their individual learner profiles.

Disaggregating Data

Disaggregated data is the process of analyzing test scores or other assessments and looking for patterns or trends by specific subgroups of students.

Rasch Unit (RIT)

A measurement scale used by MAP which is divided into equal parts. Each part is called a RIT. The RIT scale is used to measure a child's academic progress over time. Each test item is placed on the RIT scale according to its level of difficulty. Each level of RIT is assigned a numeric value (RIT score). As students take the MAP, they are presented with items of varying levels of difficulty. The MAP system determines the level at which each student is able to perform, the test ends and the student is then assigned a RIT score. The RIT score is then used by teachers to plan for instruction based on a student's strengths and weaknesses as they pertain to the SC Academic Standards.

Names of faculty and staff:

Pre-Kindergarten-Mary Bleasdale

Kindergarten- Melissa Beasley, Dianne Smith, Teresa Williams

First Grade- Erica Harrell, Karen Platt, Barbara Bieger , Bernice Robinson

Second Grade- Amy Culick, Julie Davidson, Monica Johnson, Myra Cooke

Third Grade-Arlequandra Gates, Dena Sharper, Beverly Simon, Dixon, Marcia

Fourth Grade- Tonya Benjamin, Melissa LaBair, Janet Walsh-Davis, Emily Sells

Fifth Grade- Bridget Belcher, Jill Bryant, Edna Barrows, Rowena Hall

Talented and Gifted (TAG) - Sheri Barfield

Special Education- Eartha McGhaney